

# **10 FAM 400 ACADEMIC EXCHANGES UNDER FULBRIGHT PROGRAM**

## **10 FAM 410 BACKGROUND**

*(TL:PEC-01; 10-01-1999)*

### **10 FAM 411 GENERAL**

*(TL:PEC-01; 10-01-1999)*

The Teacher Exchange Program is part of the Department's Educational and Cultural Exchange Program. The Fulbright Program is designed to increase mutual understanding between the people of the United States and the people of other countries. The Program encompasses a variety of academic exchanges, one of which is the Teacher Exchange. The Teacher Exchange Program is administered by the Teacher Exchange Branch (ECA/A/S/X) located within the Office of Global Educational Programs of the Department's Bureau of Educational and Cultural Affairs. It operates under policy guidelines established by the J William Fulbright Foreign Scholarship Board, which is also responsible for the selection of participants. This program provides opportunities for U.S. teachers from elementary and secondary schools and faculty of colleges and universities to teach in schools abroad, usually for a full academic year. It also provides opportunities for educators to participate in seminars abroad.

### **10 FAM 412 RECRUITMENT**

*(TL:PEC-01; 10-01-1999)*

In the United States, recruitment for the Teacher Exchange Program follows two steps:

(1) The distribution of posters, fliers, press releases, and form letters to school administrators, journal editors, professional associations, etc., in January.

(2.) The mailing of the actual application booklet "Opportunities Abroad for Educators: The Fulbright Teacher Exchange Program" in April. The booklet is sent to school administrators, association heads, etc., as well as to individual teachers upon request. Due to a large and widespread national audience in the United States, the Teacher Exchange Program begins re-

cruitment nine months prior to the annual application deadline date, October 15, for a program beginning in September of the following year. Recruitment schedules abroad will depend on the size of the country and applicant pool to be reached.

## **10 FAM 413 ELIGIBILITY**

### **10 FAM 413.1 Requirements**

*(TL:PEC-01; 10-01-1999)*

ECA/A/S/X requires that U.S. participants have U.S. citizenship, and currently hold full-time teaching positions to which they will return after the exchange is completed. All U.S. teachers must also have a minimum of three years of full-time teaching experience and at least a Bachelor's Degree. Posts, Commissions, and cooperating organizations abroad should apply the same requirements to foreign participants. Most exchanges take place at the secondary level but arrangements are made with specific countries for exchanges at other levels, including primary and post-secondary. U.S. and foreign teachers are expected to remain on exchange during the complete academic year, semester, or other prescribed exchange period, even when it does not match the length of their teaching assignments at home.

### **10 FAM 413.2 Salary Adjustment**

*(TL:PEC-01; 10-01-1999)*

a. For direct, two-way exchanges, each U.S. teacher must receive a stipend statement from his or her U.S. school authority, indicating that if accepted for exchange, the teacher will receive leave with pay. Posts, commissions, and cooperating agencies are required to secure such approvals from foreign school authorities and teachers. School authorities sign such a form because they are receiving an exchange teacher at no cost to the school districts. A sample form is provided in Exhibit 200-A. In most cases, the salary levels of exchange partners are close enough to allow each teacher to live abroad on his or her home salary. When a teacher's home salary is insufficient for living in the exchange country, allowances are sometimes provided by the Fulbright Commission or Foundation or the Post. Funding may be provided by ECA/A/E through the core Fulbright budget or by ECA/A/S/X.

b. In some exceptional cases, one-way exchanges are arranged for U.S. and/or foreign teachers. In many instances, cooperating agencies or Commissions or host Education Ministries provide a local allowance, as the teacher is granted leave without pay by the U.S. school under such circumstances. These allowances enable the teacher to live satisfactorily in the exchange country.

# **10 FAM 414 APPLICATION FORMS**

## **10 FAM 414.1 General Guidelines**

### **10 FAM 414.1-1 Prototype Form**

*(TL:PEC-01; 10-01-1999)*

Through consultation with participating countries, the Fulbright Teacher Exchange Branch has developed an application form for U.S. teachers which is recommended as a prototype for foreign applicants. This form is found in the application booklet, *Opportunities Abroad for Educators*, available from ECA/A/S/X. In developing application forms abroad, dossiers should include general biographical information. In addition, it is particularly important to include details about the applicant's school and community, current teaching assignment, housing information, and indication of the teacher's ability to teach courses beyond those presently taught; the applicant's foreign language abilities and experiences abroad; extracurricular activities the teacher is able to lead, such as sports, clubs, etc.; a paragraph written by the applicant providing a synopsis of personal/professional goals as related to this program, and an essay providing a narrative picture of the applicant and describing future career goals and plans.

### **10 FAM 414.1-2 References**

*(TL:PEC-01; 10-01-1999)*

In addition to the application, U.S. teachers must provide three references, two by persons of the applicant's choice, at least one of whom should be familiar with the applicant's professional performance, and a third by the applicant's immediate supervisor. Cooperating agencies abroad should require three similar references whenever possible. A foreign applicant should also be required to furnish proof of fluency in English if that is not his or her first language.

### **10 FAM 414.1-3 Medical Report: Physician's Guidelines**

*(TL:PEC-01; 10-01-1999)*

a. Candidates for a teaching position abroad should be in excellent condition, both physically and psychologically, and be able to adjust readily to a foreign environment. The physician administering the exam should be one who has previously treated the teacher and is familiar with his or her medical and psychological history. In preparing the medical examination reports, the following should be kept in mind:

b. The climate and cultural environment where the teacher will be living may be quite different from that to which he or she is accustomed. Particular attention should be given to the teacher's history of mental or

nervous disorders, and susceptibility to chronic respiratory illness or other health conditions which might be aggravated by continuous exposure to disparate climatic conditions and a cultural environment different from the teacher's home culture.

c. Final approval of an exchange is contingent upon receipt of a satisfactory medical report. If any questions arise regarding the diagnosis on a medical form by a personal physician, cooperating agencies are urged to consult a medical authority familiar with living conditions abroad and the impact which a change of environment can have.

## **10 FAM 415 APPLICATION REVIEW AND INTERVIEW**

*(TL:PEC-01; 10-01-1999)*

After applications have been received, screened for technical eligibility and reviewed on its own merits, applicants should be interviewed. This step is essential. Interviews provide a picture of the applicant that complements the written application.

### **10 FAM 415.1 Establishing Peer Review and Interview Committees**

*(TL:PEC-01; 10-01-1999)*

Given the size of the United States and the large numbers of U.S. applicants for positions in many foreign countries, there are about seventy Fulbright Teacher Exchange Regional Review and Interview Committees in the United States. The number of applicants in competition determines the number of interview committees required. Peer Review and Interview committees should include educators, international specialists, teacher trainees, and university faculty. Teacher exchange alumni are a very important addition to the interview committees, assuming that they were successful Fulbright teachers. Each interview committee should also include one or more foreign language experts, for judging the teacher's language proficiency. Interview committees abroad should include, in addition a U.S. educator, a Commission and/or embassy representative, and a Ministry of Education official. Prior to the interview, committee members review each application on its merits.

#### **10 FAM 415.1-1 Criteria**

*(TL:PEC-01; 10-01-1999)*

Peer reviewers/Interviewers should judge each eligible application and prospective participant on:

- (1) Seriousness of purpose;
- (2) Professional commitment and motivation;
- (3) Professional preparation and development;
- (4) Maturity, adaptability and flexibility in a different cultural environment;
- (5) The ability to be a representative of the home country while abroad; and
- (6) English and, where applicable, foreign language fluency.

**Note:** Interviewing applicants in groups is not recommended; each applicant should have a personal interview.

## **10 FAM 415.1-2 Guidelines for Questions**

*(TL:PEC-01; 10-01-1999)*

- a. Seriousness of Purpose:
  - (1) Why has the applicant applied for participation in the program?
  - (2) How does the applicant perceive the experience contributing to his or her professional development and competency?
  - (3) How does applicant intend to utilize the experience upon return?
- b. Professional Commitment and Motivation:
  - (1) Does applicant show enthusiasm and interest in teaching?
  - (2) Does applicant seem professionally committed to the education profession?
  - (3) Does applicant show interest in gaining understanding of foreign countries and peoples in order to transmit it to students, colleagues, and other nationals of their country?
  - (4) Does applicant show awareness of research in his or her field?
- c. Professional preparation and development:
  - (1) How well does applicant seem to know his or her field?
  - (2) Does applicant demonstrate a knowledge of developments and an understanding of problems in education today?
  - (3) Does applicant show an awareness of research in his or her field?

d. Maturity, adaptability, and flexibility in a different cultural environment:

(1) Is applicant aware of cultural and other attitudes towards the home country and how he or she will handle them?

(2) What are applicants' attitudes toward the host country applied for?

(3) Does applicant appear to have the ability to respond knowledgeably and tactfully to controversial questions?

(4) Does applicant's conversation suggest tolerance and ability to see another person's point of view?

(5) What might the applicant's reaction be to a certain amount of stress or physical discomfort, e.g. from extreme heat, cold, dampness, lack of amenities, lack of network?

(6) Is applicant likely to adjust to new and unusual teaching and living situations?

(7) How would applicant for a two-way exchange cope with a difficult partner if problems arose during the exchange?

(8) Would applicant be sufficiently flexible to seek and accept advice from peers and superiors abroad?

e. Impression as a Representative of Home Country While Abroad:

(1) Does applicant indicate some knowledge of domestic and world affairs?

(2) Does applicant indicate an ability and willingness to communicate readily with others about his or her own country?

f. Foreign Language Proficiency:

(1) With some exceptions, applicants selected for an teaching position abroad must be fluent in the language of the host country. All foreign applicants must be able to teach in English in a U.S. classroom setting. Therefore, in addition to the professional report submitted as part of the application, the oral ability of the applicant should be evaluated by a foreign language expert during the interview.

(2) Listed below are the criteria that may be used to judge foreign language proficiency, with a brief description following each level of ability. They are adapted from the Foreign Service Institute criteria. Most teaching positions will require advanced or near native proficiency.

(1) No Proficiency—Unable to function in the spoken language

(2) Elementary Proficiency—Able to satisfy minimum courtesy requirements and maintain very simple face to face conversations on familiar topics.

(3) Limited Proficiency—Able to satisfy routine social demands and limited work requirements.

(4) General Proficiency—Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations and practical, social, and professional topics.

(5) Advanced Proficiency—Able to use the language fluently and accurately on all levels normally pertinent to professional needs.

(6) Near Native Proficiency—Functionally equivalent to that of a highly articulate, well-educated native speaker, and reflecting the cultural standards of the language as natively spoken.

## **10 FAM 416 EXCHANGING DOSSIERS**

*(TL:PEC-01; 10-01-1999)*

Once U.S. interviews are complete, ECA/A/S/X mails dossiers of U.S. candidates to respective countries abroad. Dossiers include applications, interview reports, foreign language proficiency reports, and recommendations. Identical materials on foreign teachers should be mailed in turn by posts, commissions, or counterpart agencies to ECA/A/S/X. It is critical that dossiers are exchanged as expeditiously as possible. ECA/A/S/X anticipates mailing completed dossiers abroad in January for a September start-up. Prompt mailing of dossiers enables both sides to go through the matching and proposal processes (described in following pages) in a timely fashion, thereby, giving teachers and school authorities ample time to prepare for exchanges.

# **10 FAM 417 MATCHING PARTNERS**

## **10 FAM 417.1 Criteria for Corresponding Categories**

*(TL:PEC-01; 10-01-1999)*

a. Once candidate dossiers are exchanged, candidates are then "matched." This is a process requiring mutual agreement by both sides (ECA/A/S/X in the United States, and the corresponding agency abroad). In matching, each side seeks to identify two teachers who are as "similar" as possible and suited to a direct interchange of teaching positions. Criteria used in judging "similarity" include: written recommendations, interview report forms, subjects taught, grade levels taught, previous teaching experience, type of community and school (urban, suburban, rural), housing needs and availability, previous qualifying application (especially those previously proposed), degrees attained, foreign language ability, etc.

b. It is necessary for ECA/A/S/X and the corresponding organization abroad to concur on matches before the next step can be taken. ECA/A/S/X stresses that host teachers, schools and exchange agencies should **not** contact the exchange teacher or school until a match has been formally proposed in writing. Should ECA/A/S/X have questions regarding a proposed exchange teacher or school before suggesting a match, ECA/A/S/X will direct questions to the corresponding U.S. embassy or foreign agency and ask them to inquire on its behalf. If the corresponding agency has similar questions regarding a U.S. teacher and/or school/college, they should request ECA/A/S/X to contact that U.S. teacher and pursue the matter.

## **10 FAM 417.2 Proposing Exchanges**

*(TL:PEC-01; 10-01-1999)*

a. Once "matching" is completed, the exchange is proposed to respective teachers and school/college authorities. ECA/A/S/X and the respective organization abroad mail proposals simultaneously. Exchanges are generally proposed to teachers and schools/colleges in March, and no later than April. ECA/A/S/X is flexible in instances where school calendars are not the same as in the United States.

b. ECA/A/S/X provides as much guidance as possible to U.S. teachers in preparing for the exchange. Along with the letter of proposal to the U.S. teachers, ECA/A/S/X sends a wide variety of appropriate enclosures. Counterpart agencies are asked to do likewise. ECA/A/S/X will provide samples of all documents on request.

c. Information about the exchange of housing, finances, climate, and cost of living is particularly useful in assisting teachers with practical side of



the exchange. Information concerning the educational system in the exchange country and pamphlets, explaining how to obtain a visa, are also important.

d. Separate proposal and selection letters are sent to the U.S. teacher and the U.S. school superintendent or dean. The actual dossier of the foreign teacher is provided to the U.S. superintendent or other designated official for his or her approval. While the superintendent/dean usually shares the application with the teacher, principal, or faculty, ECA/A/S/X asks the host school superintendent/dean not to share references and to consider them confidential.

**Note:** Teaching abroad is a full-time responsibility. Grantees should not expect to have time during the school year to conduct individual research projects.

### **10 FAM 417.3 Teacher's Handbook**

(TL:PEC-01; 10-01-1999)

A guidebook titled *Your Year in the U.S.A.* is sent to all foreign teachers by ECA/A/S/X. This book, like the comparable handbook sent to U.S. teachers, contains information concerning the practical side of the exchange including the educational system in the United States, health and accident insurance as provided by the Department, U.S. government regulations affecting issuance of work permits to participants, etc. Embassies/commissions/ cooperating agencies are urged to provide similar information to incoming U.S. teachers.

### **10 FAM 417.4 Medical Insurance**

(TL:PEC-01; 10-01-1999)

See 10 FAM 022 for insurance details.

### **10 FAM 417.5 Formal Notification of Exchanges**

(TL:PEC-01; 10-01-1999)

An exchange is not considered final until written acceptances from the school authorities and teachers have been received, until both partners have sent satisfactory medical reports, and until approval from the J. William Fulbright Foreign Scholarship Board (FSB) has been obtained. At that point, second letters should be sent to the teacher and school authorities notifying them that the exchange has been finalized.

## **10 FAM 417.6 Terms and Conditions for Teachers**

(TL:PEC-01; 10-01-1999)

One of the more important documents ECA/A/S/X sends to U.S. teachers is the *Terms and Conditions For U.S. Exchange Teachers Going Abroad*, which is sent with the letter notifying the teacher of finalization of the match. It explains the conditions under which an exchange might be terminated. It also states that teachers need to be fully aware of the financial ramifications of going on exchange. It is revised regularly. A counterpart "Terms and Conditions" should be prepared and distributed similar fashion by counterpart agencies abroad to all foreign teachers. A sample is provided below.

## **10 FAM 417.7 Fulbright Teacher Exchange Program**

(TL:PEC-01; 10-01-1999)

a. Acceptance of an assignment includes your agreement to abide by the following terms and conditions:

(1) To teach full-time for the complete academic year abroad, or, for short-term exchanges, the time period specified in the grant. Acceptance of remunerative employment abroad, unless approved in writing by the United States Information Agency, violates the conditions of the assignment.

(2) In accepting an educational assignment in a foreign country, the program participant assumes a responsibility to perform all the duties of that assignment until the end of the agreed period of exchange. In the event of an emergency situation which would prevent the exchange teacher from completing the assignment, such as severe illness or accident, the participant should inform and consult the appropriate official of the cooperating exchange organization or binational Fulbright Commission/Foundation in the host country or official of the U.S. Embassy or Consulate as soon as possible. In no case should the exchange teacher depart the country of assignment without attempting such consultation.

(3) Unsatisfactory housing or other living or working conditions or dispute with the exchange counterpart is not sufficient reasons for premature departure from the place of assignment. Amelioration of difficulties or resolution of disputes should be sought through the advice of the host school administrators or officials of the cooperating exchange organization or commission/foundation or post in the host country.

(4) Premature or unauthorized departure from the place of assignment reflects badly on the individual, the home school or college, the U.S. educational system, and the Fulbright Program, and may result in a de-

mand for refund of grant and/or a letter of complaint to the participant's U.S. employer.

(5) The U.S. employer has the right to recall the U.S. educator in the event that an assigned counterpart from abroad does not satisfactorily perform the required duties.

b. You must participate in all orientation activities. Two-day orientations to be attended by U.S. teachers and their foreign partners are planned in Washington, D.C. in August, just prior to departure abroad. (In some cases, U.S. teachers and their families will attend orientation activities in their exchange countries rather than in the United States and will be so advised in the relevant cases.) Their foreign partners may attend the Washington, D.C. orientation as well. Teachers will be assigned to attend one of the meetings.

c. The Department provides limited health and accident insurance for the exchange teacher only. The teacher is insured for the period of assignment, the August orientation, and for the time spent in direct travel to and from the assignment. U.S. teachers are required to obtain sufficient health insurance coverage to offset the cost of any major medical contingency which may occur while abroad. See 10 FAM 022 for insurance details.

## **10 FAM 417.8 Contingencies**

*(TL:PEC-01; 10-01-1999)*

a. The Department, the U.S. Embassy, the Fulbright Commissions/Foundations, other counterpart teacher exchange organizations abroad, and the J. William Fulbright Foreign Scholarship Board assume no responsibility for personal injury, accident, illness, loss of personal property, or other circumstances which may befall the exchange teacher or his or her dependents during or in connection with orientation and his or her stay abroad during the period of this assignment.

b. The Department, the U.S. Embassy, the Fulbright Commissions/Foundations, other counterpart teacher exchange organizations abroad, and the J. William Fulbright Foreign Scholarship Board shall not be liable for any claim which may arise from the exchange teacher's failure to enter into or to complete his or her assignment, even where such failure is due to circumstances beyond the teacher's control.

c. The Department, the U.S. Embassy, the Fulbright Commissions/Foundations, other counterpart teacher exchange organizations abroad, and the J. William Fulbright Foreign Scholarship Board shall not be liable for any claim which may arise from problems related to an accommodations or automobile exchange between the U.S. and foreign teachers. Exchanges of houses and other financial arrangements are private matters and all responsibility for them remains with the teachers. Staff is not

authorized to get involved in private matters such as housing or car exchanges. Car exchanges are discouraged.

d. The effectuation of an exchange is, in every instance, contingent upon the availability of transportation to and from the host country, stable conditions within the host country, and the teacher's ability to procure passports and visas for himself/herself and accompanying family members.

### **10 FAM 417.8-1 Military Obligations**

*(TL:PEC-01; 10-01-1999)*

Members of the Armed Forces Reserve Corps should inform the appropriate Armed Forces Officers of their plans to leave the United States for the duration of the assignment. The Department will not communicate on behalf of teachers seeking deferment of service. If proof of selection is required, the teacher should present a copy of the Notification of Selection. (Teachers should keep a copy of each document for their own records.)

### **10 FAM 417.8-2 Reports**

*(TL:PEC-01; 10-01-1999)*

The exchange teacher is required to submit a final report to the Fulbright Commission/Foundation or other counterpart teacher exchange organization abroad before the close of the academic year.

### **10 FAM 417.8-3 Rights and Responsibilities**

*(TL:PEC-01; 10-01-1999)*

a. A person accepting the exchange assignment is not by virtue thereof an official nor any employee of the Department or other agency of the Government of the United States of America, nor of any agency of the government of the host country. Exchange teachers are private citizens, retaining the rights of such citizens to the personal and intellectual freedom generally accepted under the United States constitutional system and by the educational community. In this respect, they are free to agree or disagree with their government's political and foreign policy positions.

b. The J. William Fulbright Foreign Scholarship Board (FSB) believes, however, that individual participants are responsible for protecting the non-political character of the program during their stay. They should be aware that their public political statements or activities while abroad may in certain circumstances draw into the political arena an educational exchange program which has been characterized since its inception as free and non-political.

c. Further, it should be recognized that U.S. citizens who make political statements abroad or who engage in activities with political connotations may thereby become involved in the domestic political process of their host country even when they wish only to express agreement or disagreement with a U.S. Government policy. Exchange teachers should be aware that they are responsible for exercising discretion and judgement in all of their actions, both public and private.

## **10 FAM 417.8-4 Termination of Assignment**

*(TL:PEC-01; 10-01-1999)*

a. The Department, through the J. William Fulbright Foreign Scholarship Board, reserves the right to terminate the assignment under certain conditions. The binational commissions/foundations have primary authority for recommending that the board revoke or terminate a grant and withhold remaining allowances for reasons specified below. In non-commission/foundation programs, the posts have primary authority for recommending that the board revoke or terminate a grant and withhold remaining allowances for reasons specified below. In the United States, the Department has primary authority for recommending that the FSB revoke or terminate a grant. Before acting on such recommendations, the board shall fully evaluate them with the Department.

b. Grounds for termination include, but are not limited to:

- (1) Violation of any law of the United States or the host country;
- (2) Any act likely to give offense to the host country;
- (3) Failure to observe satisfactory academic or professional standards;
- (4) Physical or mental incapacitation;
- (5) Engaging in unauthorized income-producing activity;
- (6) Failure to comply with the grant's terms and conditions; and
- (7) Material misrepresentation made by any grantee in a grant application form or grant document.

c. In the case of grants involving a one-to-one exchange, the revocation or termination of one grant may result in the termination of the matched grant. In the event either participant in the exchange ceases to perform assigned duties, the Commission or Post and the Department will make every effort to assist the school/college involved to resolve problems that have arisen. If the school/college recalls its employee, on recommendation of the Department, the Board may terminate the grants, and the teacher exchange

participants will be expected to return to their home countries and resume teaching duties in their home schools or colleges.

## **10 FAM 417.8-5 Responsibilities for Administrators**

*(TL:PEC-01; 10-01-1999)*

a. U.S. school authorities are assigned several responsibilities. One is to appoint a "support team" of two or three teachers and administrators from the host school to assist the incoming foreign teacher with questions and concerns he or she may have throughout the year. School authorities are also asked to make sure that students and other teachers are aware of the exchange and to arrange welcoming activities, including an orientation for the incoming exchange teacher. Other responsibilities include communication with the exchange teacher prior to exchange, allowing release time for the teachers to attend Bureau regional enhancement workshops, and permitting the foreign teacher to visit other U.S. schools during the exchange. Counterpart agencies should implement the same policies.

b. ECA/A/S/X also prepares guidelines for U.S. school administrators, "Your Exchange Teacher From Abroad: Comments and Suggestions for School Administrators." A video on the same topic, "A Guest is Coming to Your School: Are You Prepared to Welcome Your Guest?" was produced in 1997 for distribution to administrators. It offers five steps on how to make the exchange experience successful. The information helps guide the school/college administrators through the different phases of the exchange program and is sent with the letter which proposes the exchange. Copies are available from ECA/A/S/X on request. Counterpart agencies are urged to adapt such information for foreign schools/colleges.

## **10 FAM 418 ORIENTATION**

*(TL:PEC-01; 10-01-1999)*

Prior to the exchange, U.S. and foreign exchange partners should meet face to face and discuss final details of their exchange. U.S. teachers and their foreign partners from many of the exchange countries attend a two-day intensive orientation, in August, at a university site in Washington, D.C. ECA/A/S/X provides room and board for all participants and accompanying dependents, subject to the availability of funds. Teachers and families spend a day meeting with their exchange partners and a day attending briefings on education in the United States and selected countries abroad, tips on living abroad, administrative matters, and cross-cultural issues. Similar orientations are held in some countries abroad. We require U.S. teachers to participate in orientation programming either in their exchange country or in the United States, and counterpart agencies are urged to alert participants from the earliest (proposal) stages of the exchange of the requirement for them to act concurrently.

# **10 FAM 419 EXCHANGE ACTIVITIES**

## **10 FAM 419.1 Activities While on Exchange**

*(TL:PEC-01; 10-01-1999)*

Once the exchanges have begun, the Bureau maintains contact with the foreign exchange teachers in the United States and asks the post, commission, or counterpart agencies to do the same with the U.S. teachers abroad. In September, ECA/A/S/X sends letters to the foreign teachers asking them how they are settling in and inviting them to October conferences. Each foreign teacher's host school/college administrator is also invited and urged to accompany the exchange teacher to the conference. In January, ECA/A/S/X provides the foreign teachers and their U.S. supervisors with evaluation forms for the preparation of final reports regarding the exchange. Reports contain a narrative portion which include questions regarding teachers' adjustments, highlights of the exchange, and the teachers' follow-up plans upon returning home. Counterparts abroad should adapt the form as it best suits their needs. Final reports of all U.S. teachers and their host school administrators should be obtained by posts, commissions, and cooperating agencies and forwarded to ECA/A/S/X at the conclusion of the exchange year.

## **10 FAM 419.2 Administrative Leave Policy**

*(TL:PEC-01; 10-01-1999)*

ECA/A/S/X asks the U.S. school authorities to provide a minimum of four days of administrative leave during the exchange, 2 days for one semester programs, to enable the visiting teacher to observe other classrooms and other schools, and to participate in different educational and professional programs outside the school. It is advantageous for exchange teachers to be exposed to a variety of teaching styles and methods outside their host schools. U.S. teachers on exchange abroad should also be granted such professional leave. The U.S. school authorities are strongly encouraged to provide as much assistance as possible to enable the foreign exchange teacher and his or her family to become involved in different activities throughout the school and community, including sports and other recreational activities, as well as social, cultural and educational events. Again, we strongly urge that such opportunities be made available to U.S. teachers and their families abroad.

## **10 FAM 419.3 Workshops**

*(TL:PEC-01; 10-01-1999)*

a. The two workshops conducted in the United States have the following formats: October workshops have a dual purpose:

(1) To offer a venue for discussing issues relating to settling in and adjustment, both to the culture and to the educational system; and

(2) For observing thematic educational issues which includes site visits to outstanding educational programs or institutes in the community. ECA/A/S/X holds these series of regional workshops for the foreign teachers in several cities across the United States.

The foreign teachers, their U.S. supervisors, and Program alumni participate in the October meetings. Travel, room, and board are provided. Spouses do not attend these professional meetings because of cost, although meetings for spouses would be highly desirable as well.

b. May workshops also have dual purpose:

(1) The newly "matched" U.S. teachers and their school administrators are invited for a briefing meeting on how to prepare best for the exchange experience, and

(2) Foreign grantees are invited to serve as resources to the U.S. teachers in the morning, and for a debriefing/reentry session in the afternoon.

A video on reentry is used at sites where there is a large cluster of Fulbright grantees. Workshops are usually hosted by regional peer review/interview chairpersons or Fulbright alumni.

## **10 FAM 419.4 Activities After Exchange**

*(TL:PEC-01; 10-01-1999)*

ECA/A/S/X maintains contact with U.S. teachers after they have returned from their exchange. In August, ECA/A/S/X writes to U.S. teachers. The mailing includes alumni volunteer forms which ask for retrospective comments and updates on orientation materials. Many alumni assist with orientation and workshop programming for new groups of teachers, serve on Regional Peer Interview Committees, work with alumni groups, and encourage colleagues to apply to the program. A number of countries work with their returning exchange teachers in a similar fashion and are encouraged to do so.